

Kolbe Academy Home School

GRADE ONE READING

Catholic National Reader, New Primer and Book One

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	5
B. Quarter 2	13
C. Quarter 3	21
D. Quarter 4	29
III. Quarterly Exams	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

Resale & Copying Policy: This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

COURSE TITLE: Reading**COURSE TEXTS:***Catholic National Reader, New Primer and Book One* (T1861)*Kolbe Guide to the Catholic National Reader, New Primer and Book One* (T1861A)*Phonogram Flash Cards* (T1859)**COURSE DESCRIPTION:**

This course includes a selection of readings appropriate to the student's level. The texts gradually introduce new vocabulary. The teacher should read to the students, especially the selections from the *Catholic National New Primer and Book One*. The students should in turn do their share of vocal and silent reading.

Before a child can read, he must memorize the phonograms. Read the *Teacher Guide to the Catholic National Reader*, and follow step by step. When the child has memorized the sounds of twenty-six letters of the alphabet, have him begin reading in the book. Remember that all children are different and learn differently. It is better to go slowly and make sure he has mastered the material than to proceed without him really understanding. In the beginning, you may have to use extra time working in this area. If the lesson plans move too quickly, do not worry about it; there will be time for him to catch up later. Do not have the child read from books that are not phonetically based until he has finished the primer. The *Catholic National Readers* are quite challenging, but once a child has learned the phonograms and read the primer, he is ready to read simple children's books. It is quite possible that the daily plans are too demanding for the child, or that the book is finished before the end of the third quarter. Please adjust the lessons to fit your child.

While assigned outside reading does not start until Quarter 2, a student who is ready earlier should certainly start! Here is a list of books that are appropriate for a first grader: *Winnie-the-Pooh* books, *The Velveteen Rabbit*, any fairy tales, the Father Lovasik books, with help, or any good book that the child likes to read.

SCOPE AND SEQUENCE:

Quarter 1: Phonograms, Primer Lessons I-XXIII

Quarter 2: Phonograms, Primer Lessons XXIII-XXVIII, Book One Lessons I-XXI

Quarter 3: Book One Lessons XXII-XXXVIII

Quarter 4: Book One Lessons XXXIX-LVIII

COURSE OBJECTIVES:

- ❖ To develop in the student a love for reading
- ❖ To introduce the student to reading as the most natural way of learning
- ❖ To help the student obtain firm grasp of word meanings and vocabulary
- ❖ To help the student identify characters and simple plots
- ❖ To develop the appreciation of good literature
- ❖ The ability to begin and finish a book
- ❖ The ability to write book reports

- ❖ Facility in reading aloud
- ❖ The ability to retell the story in the student's own words
- ❖ The ability to find the moral or objective of the story
- ❖ The ability to analyze and criticize
- ❖ To identify details:
 - important details
 - details which answer questions
 - detailed directions
 - details in math and science
- ❖ To recognize relationships
 - cause and effect
 - alike and different
 - order sequence
 - big and little ideas
 - strength through grouping
- ❖ The ability to think critically about:
 - facts and opinions
 - real and unreal
 - purpose of the writer
 - reading between the lines
 - predicting
 - reaching conclusions
 - questioning what has been read

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, the *Catholic National Reader, New Primer and Book 1* is represented by the abbreviation **CNR**. The *Kolbe Academy Student Questions for the Catholic National Reader* is represented by the abbreviation **QUEST**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. It includes a cumulative list of written assignments from the week's course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child's work to Kolbe Academy for an official report card, only

one sample of written and graded work is required per quarter for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for *convenience* and may be modified, dropped completely, or added to as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This reading course contains 36 weeks broken into four 9-week quarters. Week 8 is considered a review week and week 9 is dedicated strictly to examination. Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over before teaching the subjects and make sure you teach the material in the tests.** Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your first grader does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week and Year
Phono-gram Cards	Letters a-q	If you have not purchased the phonogram cards, T1859, \$12.00, flashcards should be made up with the phonograms, which are listed as Appendix 1 of the Teacher Guide. Mastery of the phonograms is very important in teaching reading.

Notes

Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	Practice holding pencil properly	<input type="checkbox"/>	Using the Teacher Guide, follow the directions beginning on page 3. Draw a clock on the board or a piece of paper; show where the 2 is on the clock and explain that some letters begin at two on the clock.
DAY 2	Print and say the sounds of a, c, d, f	<input type="checkbox"/>	Begin teaching the letters that begin at two on the clock. Have the student print the "a" several times while saying the four sounds of the letter. Continue with "c" and its two sounds; "d"; "f" as a tall letter but beginning at two on the clock.
DAY 3	Print and say the sounds of g, o, s, qu	<input type="checkbox"/>	Review "a", "c", "d", "f" and introduce "g" with two sounds; "o" with three sounds; "s" with two sounds; and "q" and explain that it always has the "u" with it. Explain that all of the letters begin with a line and start close to the letter before them.
DAY 4	Print and say the sounds of b, e, h, i, j	<input type="checkbox"/>	Review all of the letters learned and continue. Following the instructions in the Teacher Guide, introduce "b", "e", "h", "i", and "j".
DAY 5	Print and say the sounds of k, l, m, n, p	<input type="checkbox"/>	Review all of the letters and introduce "k", "l", "m", "n", and "p."

Week 1 Grade Book

Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Printed letters Day 2	<input type="checkbox"/>			
Printed letters Day 3	<input type="checkbox"/>			
Printed letters Day 4	<input type="checkbox"/>			
Printed letters Day 5	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			

Week 1 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =	%
-----------------------	---	----------

WEEK 2				
Book	Weekly Breakdown	Goals and Notes for the Week		
Phono-gram Cards	Letters r-z	Since <i>The Catholic National Reader</i> was originally written in the 1890s, much of the language is archaic, and some of the stories difficult to understand for today's children. It is good for the child to be introduced to archaic language as preparation for the understanding of the classics in later years. How difficult Shakespeare would be for one who has only read modern material! Help the child understand the conditions of the period in which the stories were written.		
CNR	Lessons I-II			
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	Print and say the sounds of r, t, u, v	<input type="checkbox"/>	Review all of the letters learned and introduce "r", "t", "u", "v".	
DAY 2	Print and say the sounds of w, x, y, z	<input type="checkbox"/>	Review all of the letters learned and introduce "w", "x", "y", and "z". Mix up the flashcards, dictate the sounds of the letters and have the student write the letter. Do this every day until he gets them right all of the time.	
	Write dictated letters	<input type="checkbox"/>		
DAY 3	CNR Read Lesson I	<input type="checkbox"/>	Now that the student has a good understanding of the letters and the sounds they make, have him begin reading in the primer. Follow the directions on page 7 of the Teacher Guide. Read Lesson I in the book. If at any point the student is struggling, slow down until he understands. There will be time to catch up later.	
DAY 4	CNR Read Lesson II	<input type="checkbox"/>	Review all of the letters of the alphabet and continue to memorize the rest of the phonograms in Appendix 1 of the Teacher Guide at the rate of four or five a day. Read Lesson II. All of the directions for teaching the lessons are in the Teacher Guide.	
Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Printed letters Day 1	<input type="checkbox"/>			
Printed letters Day 2	<input type="checkbox"/>			
Dictated letters	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Week 2 Average	Add up column C & divide by number of included <input checked="" type="checkbox"/> assignments =			%